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ABSTRACT

This project sought to identify and assist third-grade underachieving gifted students in four elementary schools in Springfield, Ohio. The four schools chosen for the project demonstrated a significant discrepancy between ability and achievement test scores among higher ability students within their culturally/economically disadvantaged student population. Twenty-nine students were included in the Helping Underachieving Gifted Students (HUGS) project. The project priorities were to establish a process that would identify gifted potential in students with learning style or cultural/socioeconomic handicapping conditions that generally hamper achievement in the school setting, determine individual requirements to enable these students to function in the classroom at a level commensurate with their ability, and implement an intervention program for these students that would include activities to assist in improvement of school adjustment and achievement. Selected students met with the HUGS teacher each week to "fill in the gaps" between perceived student potential and actual achievement. Project components included individualized intervention plans, individual projects, mentoring, group activities, and field trips. Appendices (which comprise the bulk of the report) include a teacher position description, student identification checklist, evaluation data, and survey forms. A bibliography lists approximately 90 items for parents, students, and professionals. (JDD)

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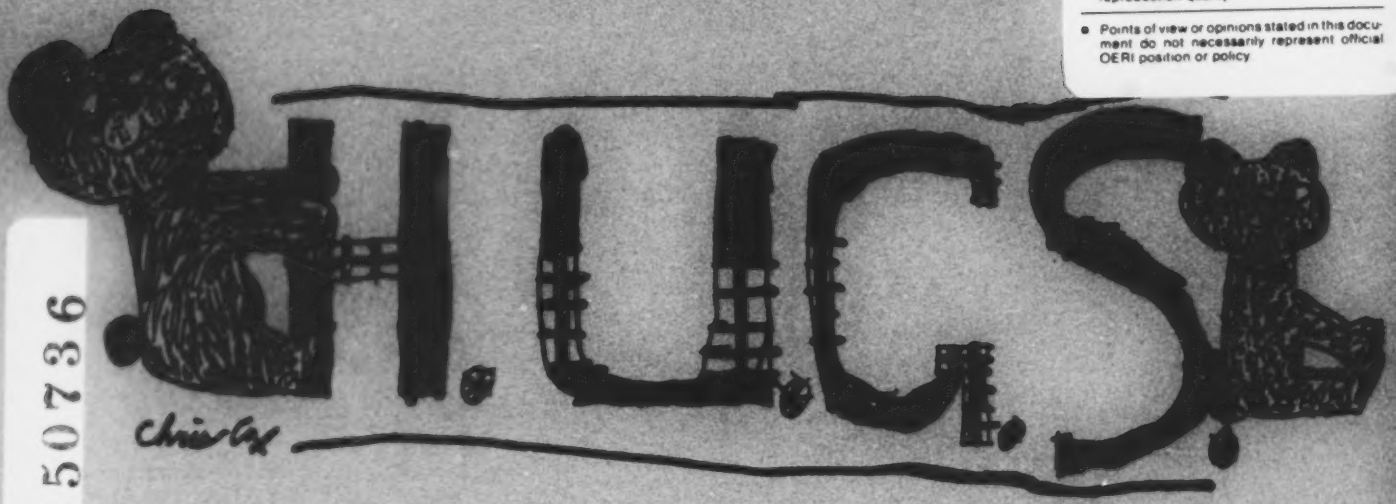

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Helping Underachieving Gifted Students

A Guide to Implementation

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A Research and Demonstration Project

Funded By

The Ohio Department of Education

1990-1991

The Springfield City Schools
Springfield, Ohio

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Helping Underachieving Gifted Students

- A Guide to Implementation -

A Research and Demonstration Project
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HELPING UNDERACHIEVING GIFTED STUDENTS: HUGS

Project Overview/Introduction

Springfield City Schools, a district of approximately 12,000 ADM, is located in west central Ohio between Dayton and Columbus. The district population is 72% Caucasian and 26% Black, with a small number of Asian and Hispanic students. There are broad cultural, economic, and social differences within the population which ranges from upper middle class to the chronically unemployed. Students are served in thirteen elementary schools, five middle schools, and two high schools. There are three additional buildings offering alternative educational programs -- Severe Behaviorally Handicapped, Adolescent Parent Program, and Pre-Vocational Experience.

In January, 1990, work was begun to identify third grade underachieving gifted students in four elementary buildings within the city. A preliminary survey of all elementary buildings had shown as many as 8% of students with high potential ability as measured by the Cognitive Ability Test were performing below these levels on the Iowa Test of Basic Skills. During the Ohio state-mandated identification of gifted students, beginning with the 1988-89 school year, it was also found that schools in socio-economically deprived and/or cultural minority sections of the city reported fewer numbers of superior cognitive-ability students than would have been expected for the size of their populations. The four schools finally chosen for the project demonstrated a significant discrepancy between ability and achievement test scores among higher ability students within their culturally/economically disadvantaged student population, a population which traditionally does not score well on group tests. Grade three was chosen because it was the lowest grade level for which group ability and achievement standardized test data were available. There was a total third grade population of 303 students in the four participating buildings; 29 of those students met the criteria to be included in the HUGS project. Twenty-six were able to continue into the 1990-91 school year. The remaining three moved from the school where they were identified.

Priorities for the HUGS project were:

1. Establish a process that would identify gifted potential in students with learning styles or cultural/socio-economic handicapping conditions that generally hamper achievement in the school setting.

2. Determine individual needs which, if met, would enable these students to function in the classroom at a level commensurate with their ability.

3. Implement an intervention program for these students that would include activities to assist in improvement of school adjustment and achievement.

The teacher for the HUGS project was selected with great care. (A copy of the job description can be found in Appendix A .) Project coordinators

realized that the teacher had to have an in-depth knowledge of the needs of gifted students as well as the cultural/socio-economic groups expected to be represented. The HUGS teacher also had to be a person who interfaced well with teachers and other building staff, and was flexible and resourceful in dealing with students and parents. We were fortunate to have a teacher on staff who possessed these characteristics and was willing to take on the task.

After spending a great deal of time in researching and developing an identification procedure, project staff brought the proposed method to the staff members of the buildings involved through an extensive inservice. Principals, psychologists, counselors, and teachers were made aware of the characteristics and needs of typical and underachieving gifted students, and were given an opportunity to react to items on the identification checklist.

Following screening and testing, selected students met with the HUGS teacher each week to begin the process of what was thought to be "filling in the gaps" between perceived student potential and actual achievement. This guide is a detailed description of that process and an analysis of the results.

Project HUGS Key Personnel

The HUGS staff consisted of four individuals, two of whom (the assessment consultant and the project teacher) were hired with grant funds. The teacher was a full-time employee, while the assessment consultant worked on a contracted-time basis. the other two members of the team were employed by the Springfield City School District as state-funded Coordinators of Gifted/Talented Programs. A brief description of these key personnel follows:

1. Dr. Marlene Bireley

Currently an independent consultant for Gifted/Talented, she has a Ph.D. in psychology. She developed, supervised and taught in the Masters Program in Curriculum for Gifted/Talented at Wright State University and has made numerous presentations at international, national, state and local conferences and workshops. She is currently authoring a book on learning disabled gifted and is co-editor of a book on adolescent gifted. Dr. Bireley administered the primary assessment including individual intelligence pre- and post-tests and the Brigance Comprehensive Inventory of Basic Skills prior to student participation. She also served as project technical consultant and had a major role in professional staff inservice and project evaluation.

2. Dorothy Cusack

Has been a state funded Coordinator of Gifted/Talented in the Springfield City Schools for the past five years and has worked as coordinator and teacher of the gifted in other programs in Ohio and Pennsylvania for the past fourteen years.

Dorothy has a dual Masters Degree in Curriculum for Gifted/Talented and Supervision. She has presented workshops at many local and state conferences both in Ohio and Pennsylvania on the characteristics and needs of gifted/talented children as well as conducted workshops for teachers on serving these students in the classroom. Dorothy has worked extensively with parents of gifted/talented children to help them in organizing parent support groups. She has also been a speaker for many parent groups on the topics of "Early Identification," "Identification and Needs of Atypical Gifted Children," and "Parents of Gifted Children as Teachers of Problem Solving and Decision Making Skills." She assisted in the writing of the project, conducting professional staff inservice, evaluating results, and writing of project guide.

3. Sara Jane Lowe

Has been a state funded Coordinator of Gifted/Talented for the Springfield City Schools for two years. She has a Masters Degree in Special Education with a concentration in Gifted Studies. She supervised teachers of the gifted for a six-district county school system for 12 years

as well as supervising university students working with the gifted in a practicum setting. Mrs. Lowe has conducted numerous workshops for parents and teachers in Ohio and surrounding states on topics such as "Special-Needs Gifted," "Individual Programming for the Gifted," and "Meeting the Social and Emotional Needs of Gifted Students." She has written and administered several grants designed to more fully serve gifted students in the regular classroom setting. As Project Director, she was responsible for the primary supervison of the HUGS teacher and served as project contact person. She was involved in writing and evaluating the project and project guide as well as conducting professional inservice workshops and presentations.

4. Margaret VanGundy

Is currently a state funded Resource Room Teacher of Gifted/Talented for the Springfield City Schools. She received her B.S. in Education from Wittenberg University and her M.A. from Ohio State University. She has taught gifted students in grades K through 8 for the past five years. Previously she taught in the primary grades. She has served on numerous state and local committees including State Evaluator for Colleges of Education in Ohio, State Evaluation Team for Standards for Gifted/Talented Certification Programs, and has participated in inservice programs at a local, state and national level.

She served as full-time resource room teacher in the project, designing and implementing the curriculum based on the individual needs of particpating students in the four Springfield City Schools' targeted elementary buildings. She took a primary role in interfacing with classroom teachers and parents, and in development and presentation of professional inservice sessions and workshops. She also assisted writing and evaluating the project guide, and administered student post-tests except for the individual intelligence test, the WISC-R.

Part I

Staff Development

HUGS project staff realized that to be successful, the staff members of buildings being served must be made aware of the aims of the project and appreciate their possible impact. It was also absolutely essential for third grade teachers to participate in the identification process and for principals, psychologists, and counselors to lend their support. A three-hour inservice was held at the beginning of the project for this group, as well as for the Directors of Curriculum and Special Education. Characteristics of typical and underachieving gifted students were covered in depth by project staff, and use of the newly developed checklist for underachieving gifted students was explained. This checklist was developed by project staff at the beginning of the project through a survey of the literature on underachieving gifted in many geographical, cultural, familial, and socioeconomic settings. A pooling of the knowledge and experience of key personnel from their past and present work with gifted children added some items that had not been addressed by the other researchers. It was hoped that the checklist would play a key role in the identification of project participants (See Appendix B).

HUGS staff (particularly the teacher and project director) also spent much time soliciting building staff input on a one-to-one basis throughout the term of the project.

During year two, an inservice was held in the fall for fourth grade teachers and any building staff who were not present at the previous year's inservice. Discussed were project goals, educational planning, scheduling, and reporting of progress of the students involved. Characteristics of typical and underachieving gifted were also covered. A copy of the agenda and handouts for these specific inservices may be found in the Appendices.

One-on-one contact, especially with classroom teachers of students in the project, was again a key factor in students success, as the goals of the students in the HUGS project were meshed with those of the regular classroom.

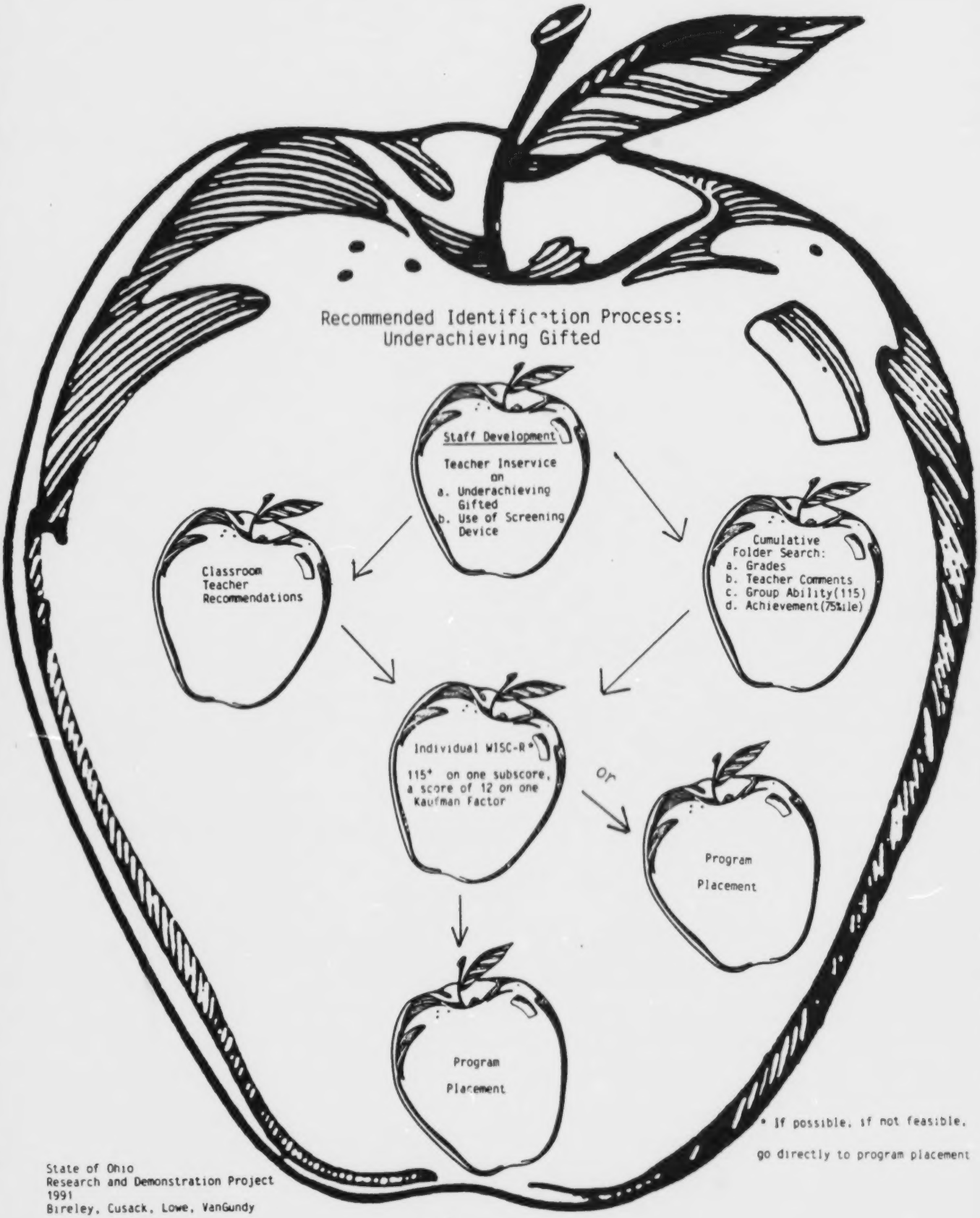
Part II

Identification: Testing and Placement

The checklist developed by project staff for screening yielded a pool of 46 students who were given the WISC-R and the Brigance Diagnostic Comprehensive Inventory of Basic skills by a psychologist in private practice hired with grant funds to serve as the HUGS assessment consultant. Students who received a 115+ on at least one subscore and an 11.5 on one of the Kaufman analysis factors of the WISC-R were targeted as possible participants. This yielded 21 potential students for the project. Since 30 was the number targeted to work with the HUGS teacher, she began a search of cumulative records of third grade students in the host buildings. She looked for erratic grade patterns that included some B's, C's and possibly lower. Students with consistently high grades were not included. Also considered were students with group ability and achievement standard scores of 110, with teacher comments such as "Could do better", etc. These kinds of comments indicated the perception on the part of a classroom teacher of student ability greater than demonstrated achievement. This search yielded nine more students for the testing pool, eight of whom were included as project participants, bringing the total to 29.

Parents of participating students were then invited to an informational meeting to discuss the goals of the HUGS project and ask any questions they might have about its benefits for their child. As soon as parental permission for placement was received the HUGS teacher began meeting with some of the students to begin affective, esteem-building, and goal-setting activities. She also conducted additional assessment consisting of the Piers-Harris Children's Self-Concept Scale, and the Murphy-Meisgeier Type Indicator for Children. The information gathered from all tests and assessments as well as informal surveys was used by the HUGS teacher in planning appropriate educational strategies for both individual and group sessions with students.

After implementation of the identification process with HUGS students and evaluation of project results, the chart on the following page reflects our recommendations to anyone seeking to replicate this project. It should be noted that the group ability score cut-off of 110 used by the HUGS staff has been changed to 115 in the recommendations, and the Kaufman factor cut-off of 11.5 has been changed to 12. These changes reflect a refining of our identification process based on the evaluation of student gains at the end of the project.



State of Ohio
Research and Demonstration Project
1991
Bireley, Cusack, Lowe, VanGundy

Part III

INTERVENTION PLAN

Scheduling, Finding Space, and Rescheduling

As soon as one group of students had been identified in the spring of 1990, that group began meeting with the HUGS teacher. The class began in the first target school in March. The second class was identified and ready to start in April. Scheduling was easy in the first two buildings. In the other two buildings, the identification was not completed until late April, and school was out June 1. Classes did begin in the last two buildings, but each class had to be held in a different space with different times available. The teacher was able to complete the remaining testing in these buildings and to do a few get-acquainted activities, but getting an organized program started was limited by the space/scheduling problems.

In September 1991, a permanent schedule, establishing a space in each building that would be available every week, was set up. The 1991 schedule was set up with one week for a meeting of the entire building group, and the following week for meeting with individual students. This was accomplished by working around the schedules of the other special subject teachers and with their assigned rooms.

Most of the prescribed student activites needed to have some application in a group setting, especially with those children who had problems adjusting their learning styles to a classroom situation. On the other hand, the individual week afforded time to talk about solving individual problems, to do tutoring in areas of individual needs, and to work with the affective and work-study goals. During individual week, the teacher worked with each student from thirty to sixty minutes depending on the need of the student, the number of students in the building, and the activity planned for that day. When doing specific academic instruction in an area, the teacher sometimes worked with two students at a time when the students' needs were similar. The individual days were vital to the program; this was the time for real talk with the teacher.

STUDENT RECORD-KEEPING

Developing a way for the students to keep records was a struggle. The first plan involved trying to have the students record their own activities on group days. It was quickly obvious that this was not effective. Several student record-keeping styles were attempted before a lesson-plan sheet was developed for each student with group and individual assignments written out each week (Appendix C). Since one of the goals was to help the students develop independence in handling their own schedules, having the teacher prescribe work for the entire group day was just beginning. As soon as the students were able to handle some optional activities, they were given choices to include as part of or in addition to assigned work. When students began to respond to selecting some of their work, the teacher began to reduce the students' required work.

PLANNING

The teacher planned constantly! The cycle of group and individual meetings made it possible to keep up with the individual planning that was necessary.

Friday was the departmental planning day, and the entire Gifted/Talented Department staff tried to help each other. Four schools were all that could be handled with the individual in-depth planning necessary for children who had tremendous intervention needs. It would not have been possible without the extra planning day.

INDIVIDUAL DAYS

Activities planned for the beginning sessions were developed from the individual intervention plans of each student. Academic deficiencies were the basis for only a few of the student plans; it was decided to work with affective areas first where that was a need of the student. The teacher also needed to get to know more about the students in order to help with the planning of their work. She began by helping some students develop personal histories. When these students reached the stage of plotting a timeline, many of the other students asked to be permitted to do a history for themselves. This seemed to help them, especially the student-teacher conversations involved in doing the history, and also helped the teacher get to know more about the students.

The original history group moved on to do a future goals study and most of the volunteer personal history group followed. From the future goals study, it was discovered that most of the students had a serious lack of knowledge about the kinds of adult work choices that were available. This led to a survey of jobs held by people the students knew and then expanded to jobs students wished they might be able to do. It was surprising to see that the children came in contact with people who held many different jobs, and yet had so little knowledge about career choices. In most cases this was simply because no one had suggested that these were things that they could consider as a part of their future planning. The unit concluded with discussions, individually and in the group sessions, about ways to plan to get a job they wanted, i.e., attending trade school or night school or college, or applying for scholarships, and about people who might help provide these opportunities. The unit of study involving goals and careers was marked on the parent survey (Appendix D) more times than any other as the topic that students had discussed with their parents.

During this time some students were working with specific academic needs and others had begun to go to the teacher with requests for tutoring in particular areas in which they or their teachers felt they were falling behind. This sometimes involved actual tutoring and sometimes was only instruction about little tricks for learning or remembering. If a need seemed to be common among many of the students, that need was addressed in a planned group activity.

INDIVIDUAL PROJECTS

As the students finished with some of their original activities, they began choosing an individual project on a topic of their interest. Three of the students followed through with an enrichment study they were doing about writing, and began to work together to write a play. The other students all chose a topic that interested them. We began by working through the two M.A.G.I.C. K.I.T.S. (See Bibliography-Professional). Children could select a topic outside the books if they wished, but most were able to find more than one topic that interested them, and some had difficulty making a choice. Since

the choosing was spread out over a period of time with students moving into the topic selection after they had finished various activities, even students who were late making their choices had some solid ideas about what they wanted to do. Only one topic was chosen by more than one student in one school; monsters appealed to many of the boys.

Most of the students were able to finish their projects in some fashion. Presentations were made to the class, during group sessions, by about half of the students. Some had notebooks of information, while others had posters or collages that they had made. Four students developed games; three were for their peer group and one was a learning activity for younger students (about magnets). Three students completed the writing of their play, and two of the students produced the play for a third grade class.

ONE-ON-ONE CONTACT

The individual sessions with the students were important. The students responded to the one-on-one interaction with the teacher in many ways. There were some wild tales at first, but the teacher's persistence in offering help made different children out of some students once they began to understand that the teacher really cared about them and was there to help them do the best they could in school. For some students the classroom behavior changed; for some students, even though they responded positively to the one-on-one attention, classroom behavior remained about the same. A few of the students needed more extensive help than the HUGS teacher could give. Those dually handicapped students were the students with whom the teacher felt she had the least impact. School personnel were very helpful, working with the teacher to try to get additional help for some of the students.

MENTORING

One special program that was done during the first year was a great success. A group of Wittenberg University students taking a course in Gifted Education chose to work one-on-one with a group of the HUGS students. They were paired by the professor who had met the HUGS students before she matched the two groups. When the university students started to meet with the HUGS students, they chose a project that they would work on together during the quarter. If the mentor wanted to meet with the student other than during HUGS class, the mentor had to work the time out with the regular classroom teacher. The HUGS students had a presentation party at the end of the college quarter, and after each pair had made their presentation, the HUGS student served refreshments to his/her mentor. The relationships that the two sets of students developed lasted long after the project was completed. The mentors became friends of the students and some maintained contact through the summer. Unfortunately, the University class is not presented every year and we were not able to duplicate the same type of program the second year.

GROUP DAYS

Self Esteem

Most of the students in the HUGS progam had many needs in the affective realm. Student needs were tackled in a variety of ways. The goal was to try to build self esteem from within the student, developing realizations about the strengths that each child had.

Working Together

Much individual time was spent with self-esteem activities, but added to those were the group activities that were selected to help the children learn to support each other in positive ways. Some parts of the cooperative learning model were used as a way to encourage students to work together. As much time was spent analyzing what happened in the group session as was spent in actual activities. Some individual work also grew from these disussions.

Work-Study Skills

Work-study skills were included not only in the discussions, but also when planning to complete lessons. The specific treatment of the problems that the students had with work habits, dealing with distractions, planning for completion of a task, and just the fact that "everyone has to plan in order to get things done", were ideas that seemed to help students who lagged behind in their task completion abilities.

Career Study

The career survey mentioned in the Individual Day section was a boost for the self-esteem of many of the students. The options that they came up with on the survey may not have been the top jobs, but the students began to recognize that there were choices that they could make. Students were led from the jobs they discovered to the identification of others, and to basic information about what had to be done to get certain jobs. The students researched job preparaton opportunities that would be available to them at the high school level during the future planning unit.

Topic Discussions

Topic discussion/presentations were fun and challenged many of the students. A topic would be assigned as a requirement for the day on group day. At one o'clock everyone would need to have something to present about that topic. The students could choose the form for the presentation. They could use the library in the school or they could make the presentation from their knowledge. It would be a picture, a poem, a bit of information, a story, a clay model, a song - anything as long as it related to the topic. This was a dynamic success. Giving the students the pressure of time and accepting any reasonable presentation or information about the topic worked.

Computer Use

A computer was available to the teacher every day beginning in November 1990. She took the computer from school to school to give every student a chance to learn some computer skills that they could use in their classroom. The program was centered around word processing skills since writing was a goal for many of the students both as needed intervention and enrichment. An old version of "Magic Slate" was available to the teacher. The students also had access to "Printshop" and to games for pratice of math facts. We also did some games just to learn about simple computer functioning, i.e., use of certain keys, keyboard locations, etc. (See Bibliography - Materials).

Academic needs and enrichment were incorporated into as many places as the teacher could slot them. Very few lessons in the affective areas were done

without incorporating some form of academic learning with them. The materials available to the progam made it possible for the teacher to find activities that would fit the academic needs of the students and that also related to the explorations being done in affective areas. Poetry, storywriting, problem solving activities, word games, and some activities brought in by the students were used. The students teamed, re-teamed and re-teamed again to discuss almost any topic that came up.

Course of Study

The HUGS program was not tied tightly to a course of study. The curricular selections were derived from test results, the perceived needs of the students from their class experiences, the needs expressed by the regular classroom teachers, the curiosity and interests of the students, and the needs that the teacher picked up as she worked with the students.

FIELD TRIPS/EXPERIENCES

Goals

Field trips and other experiences were planned as an integral part of the HUGS program to provide travel experiences for children who had no access to an auto and had not traveled outside the city of Springfield. A further goal was to plan experiences that would stretch student interests in general academic areas, and to give students opportunities to learn more about topics in which they already had specific interests.

Primary determinations about these experiences stressed that no trip would be taken unless time for real, solid exploration/learning could be arranged. Field trips would not be planned unless they provided strong components of lessons to be studied during the trip. We tried to make trip days fun, but the learning goals were to be the "special" parts of each trip.

Summer Trip

A get-acquainted trip to the Columbus Zoo was planned for the summer of 1990. Parents and students were invited. When zoo day turned out to be rainy and dreary, the trip was turned into a walking tour of the Columbus Center of Science and Industry. At least five or six families have visited COSI since that day. Having a summer trip made the parents and students aware of the HUGS program, and helped all to get to know one another.

Creative Arts Workshop

The first fall trip (September, 1990) was an arts experience centered around the book, Tales from Rabbit's House. Small groups of students developed a play, scenery, costumes, a song, and dances to accompany the play. The program was put on by five artists from Days of Creation, a group from Columbus, Ohio.

COSI-Y.E.S. Program

In October the students went back to COSI to attend the Young Experimental Scientists (Y.E.S.) program. Some parents questioned the appropriateness of returning to COSI. Explaining to the parents the "why" of returning to COSI was a great opportunity to explain the general purpose of the HUGS trips. Each

student was able to attend two workshops; all were able to go to at least one workshop of their choice.

Art Museum After Dark

A special night, with parents invited to attend with their child, was held at the Springfield Art Museum near Halloween. Students toured the museum using flashlights, with docents helping them hunt for specific pieces of art. They then made masks and had an after-dark parade. Few had ever been to the museum and one of the students later entered a student art contest and won first place for a three-dimensional work he had created.

Juggling-Building Self Esteem

A juggler from Cincinnati who uses juggling to teach self-esteem was the next HUGS project. He did a workshop for the HUGS students' classmates followed by a special session with the HUGS students. He taught them to juggle as he talked with them about confidence-building and taking risks.

Columbus Zoo Trip

The students were finally able to get to the zoo in March. Children were assigned to locate animals that illustrated certain traits. Lunch included a time for reporting student findings to the entire group. In the afternoon children were given maps, and were divided into smaller groups with the parents who accompanied the students. This was a time for students and parents to explore, to concentrate on the parts of the zoo that most interested them.

Land Lab Day

The April project was a trip to the Springfield City Schools' Land Lab. The program was planned in cooperation with the Environmental Specialist for the school system. Six different workshops were planned for the students. Every student had an opprtunity to do one water project, either pond or stream, and two other choices such as the study of a log, history of the area, habitats, or wild plants and flowers. The format was designed for the HUGS students and will be used with other students by the Environmental Specialist in the future.

Storytelling

A storyteller and playwright visited the group in May. We separated the students into two groups and took them to two of the home schools for the program. The students heard a story and then planned to act it out while classmates heard the story.

Family Picnics

Family picnics, May 1990 and May 1991, looked like pure fun, but the family hot dog/marshmallow roasts provided the opportunity for students to guide their parents to the picnic area using map skills and memory of the layout of the Springfield City Schools' Land Lab. The picnic provided the chance for informal interaction among the staff, students, and parents, and required cooperation between individuals and among the families. In 1991 many students took parents on walks after the picnic to show them areas that we had used during our land lab day.

The field trips and enrichment activities were an important part of the program. They gave the children experiences that most of them had not had. But possibly more important were the opportunities that the children had to get acquainted with each other and to develop friendships that seem to be very strong.

For the majority of these students the year or year and two months of intervention was not enough. They had begun to find out who they were and what they could do, but they need more special attention. This is the kind of intervention that the disadvantaged, potentially gifted student needs in order to develop some reasonable goals to become a strong enough learner to make it through middle school and into a high school program that will provide educational opportunities that they must have to succeed. Most of these students have the ability to do whatever they want, but they do not have the encouragement from a home situation with the resources or background to lead them into a contributing and/or personally challenging role in their adult lives.

Part IV

Evaluation and Reporting

Although formative evaluation was conducted throughout the duration of the project through teacher and parent conferences, student self-evaluation, and informal teacher evaluation, several formal procedures were used to collect summative data regarding the HUGS project. The following were used in the post-assessment phase:

Re-administering of:

1. the WISC-R to all 26 HUGS students and refiguring of Kaufman factor scores.
2. portions of the Brigance Diagnostic Comprehensive Inventory of Basic Skills
3. the Piers-Harris Children's Self-Concept Scale
4. the Murphy-Meisgeier Type Inventory for Children
5. the Social Skills Rating System (student portion)
6. the original identification/characteristics checklist

Comparison of pre- and post-HUGS:

1. scores on the district's group ability measure, the Cognitive Abilities Test
2. scores on the Iowa Test of Basic Skills
3. grades received by project students

Surveys/questionnaires administered to:

1. classroom teachers of HUGS students
2. parents
3. HUGS students

In general, those connected with the HUGS project felt that it was successful in locating and serving the targeted group of underachieving gifted. When the limited amount of actual intervention time is considered (the equivalent of 2 1/2 days per month over an 11-month period), great gains were recorded.

Post-assessment data:

1. Wechsler Intelligence Scale for Children-Revised: Pre- and post-test IQ scores were analyzed to evaluate progress toward the goal of maximizing potential. Differences were significant at or above the .05 level on all three IQ scores! Using a cut-off of 115 for any of the three scores, the pre-test yielded five on the Full Scale, four on the Verbal, and six on the Performance for a total of 15. Post-test results, however, yielded ten on the Full Scale, eight on the Verbal, and ten on the Performance for a total of 28 scores which reached or surpassed 115 (See Appendix E). Pre- and post-test differences also reached the significant level on the Kaufman Verbal Comprehension factor (See Appendix F).

2. Brigance Diagnostic Comprehensive Inventory of Basic Skills: The Brigance is an informal inventory used extensively in special education as a basis for developing instructional objectives for handicapped children. Since one of the goals of the project was to develop intervention plans for the participants based on the special education model, the Brigance was chosen as an efficient way to tap into specific instructional needs. The subtests

which were administered included Word Recognition, Reading Comprehension, Mathematics Computation, and Listening (following up to four-step oral directions). Results are expressed in grade levels (See Appendix G).

Pre-test results:

Word Recognition: 2 students were at second grade level; 10 at fifth; and 3 at sixth.

Reading Comprehension: 1 student was at second grade level; 7 at third grade; 7 at fourth grade; 5 at fifth grade; 3 at sixth grade; 3 at seventh grade.

Mathematics Computation: 3 students were at first grade level; 9 at second grade level; 12 at third grade; and 1 at fourth grade.

Listening: All but two of the students were successful at completing four-step directions; two completed three-step.

Post-test results:

Word Recognition: 2 students tested at fourth grade level; 6 at fifth grade; 4 at sixth grade; 6 at seventh grade; 1 at eighth grade; 4 at ninth grade; and 3 at tenth.

Reading Comprehension: 2 students tested at third grade level; 8 at fourth ; 7 at fifth; 1 each at sixth, seventh, and eighth respectively and six at ninth.

Mathemataics Computation: 2 students were at first grade; 4 at second grade; 15 at third grade; 4 at fourth grade.

Listening: All students were able to complete the four-step directions.

While based on an informal assessment, the results were encouraging, especially in the area of reading. (Mathematics are, of course, more bound to teaching and most of the students had not been exposed to a significant amount of work in fractions, which on the Brigance are considered to be fourth grade skills.)

3. Piers-Harris Children's Self-Concept Scales: This instrument, used frequently in research on average and exceptional children, consists of 80 self-report items which cluster into the areas of Behavior (B), Intellectual and School Status (ISS),, Physical Appearance and Attributes (PAA), Anxiety (A), Popularity (P), and Happiness and Satisfaction (HS). Scores are reported as T-scores (standard scores with a mean of 50+/-10).

Pre-test results:

Behavior:	Mean	51.9
Intellectual and School Status:	"	51.6
Physical Appearance and Attributes:	"	50.7
Anxiety:	"	49.2
Popularity:	"	43.6
Happiness and Satisfaction:	"	44.9

Post-test results:

Behavior:	Mean	50.5
Intellectual and School Status	"	51.2
Physical Appearance and Attributes:	"	47.5
Anxiety:	"	52.0
Popularity:	"	42.9
Happiness and Satisfaction:	"	48.4

When the t test for matched pairs was applied to these data, no significant differences were found. It is interesting to note that all scores were within 1 SD of the mean (within the 40-60 range), and on the pre-test 2 children ranked themselves lowest on "P" and "HS". "P" did not change in the post-test, but "HS" increased by 4 points and came closest to demonstrating a significant change (.11 level). The HUGS teacher did, however, use the pre-test data as a guide in developing affective activities for the group.

4. Personality Type: In recent years, there has been much interest in the learning style and/or personality type of children and how gifted children may differ from others in this regard. Hoehn and Bireley (1988) found that gifted and LD/gifted children differed from average children in that they tended to be more introverted and intuitive. The Murphy-Meisgeier Type Inventory for Children closely parallels the Myers-Briggs Type Indicator for Adults, and was selected for use in this project. Based on self-report, children are categorized in one of sixteen types based on the oppositional traits of Extroversion/Introversion (E/I); Sensing/Intuition (S/N); Thinking/Feeling (T/F); and Judging/Perceiving (J/P).

   As is typical of all groups, the project group consisted of a wide variety of personality types. One encouraging finding was that many more children were able to make judgments which removed them from the undecided category in the post-test. This might be interpreted as having a better sense of one's preference in the situations or choices presented in this instrument (See Appendix H).

5. Social Skills: While not a part of the identification process, a measure of social skills was administered in May 1990 and May 1991. The Social Skills Rating System was designed to have input from parents, teachers, and students for comparative purposes. The returns from both parents and teachers were limited so only child self reports are included. Children assess themselves on items which tap behaviors labeled as Coooperation, Assertion, Empathy, and Self-control.

   Pre-test:
   Mean 106.5 (Range 71 to 130)

   Post-test:
   Mean 104.1 (Range 81 to 130)

   When the t test of matched pairs was applied to the data, no significant difference in the scores was found. This did not prove to be a helpful instrument, but the results may have been colored by the lack of teacher/parent input.

6. Checklist: At the end of the project, the same checklist used in the nomination/identification process was again filled out on each student who had met the criteria for inclusion in HUGS (See Appendix B). In spite of the fact that different teachers completed the pre-and post-checklists and that the fourth grade teachers had not been exposed to information on underachieving gifted for several months, the checklists showed remarkable consistency. Those items which varied greatly are worthy of consideration as actual changes in the participating children. Items showing the most change (a frequency greater than 7) were:

#17. Shows strong sense of identity/belonging to family or own cultural group; values and interests conflict with that of mainstream society (increase of 8).

#23 Has extensive vocabulary and/or store of experiences not readily recognized or valued in a school setting (increase of 7).

One's interpretation of this change may reflect one's personal values. Some educators might agree that they reflect a greater sense of personal identity, while others might see them as a continuation of some degree of alienation from school and the dominant cultural expectations of that institution. We are reluctant to place any rigid interpretation on the outcome, given the small number of participants.

1. Cognitive Abilities Test: Pre-test data from the group ability test given by Springfield City Schools were taken from second grade scores (January, 1989), and post-data from testing as fourth graders (January, 1991), during the second year of the project.

Pre-test results:
Verbal: 103.95(SD 9.78); Range 84 to 120
Quantitative: 104.72 (SD 12.48); Range 82 to 122
Nonverbal: Mean 102.13 (SD 12.98); Range 71 to 139

Post-test results:
Verbal: Mean 106.08 (SD 12.07); Range 76 to 127
Quantitative: Mean 106.5 (SD 13.05); Range 73 to 133
Nonverbal: Mean 105.3 (SD 15.37); Range 69 to 135

When the t test for matched pairs was applied to these data, none of the comparisons of pre-test/post-test scores reached significance. As is demonstrated above, using group ability scores alone would not have identified many of the underachieving gifted included in this project. Use of pre-test scores would have identified only 10 of the final 29 participants: 3 children reached standard scores of 15 or more on the Verbal test; 5 reached that level on the quantitative; and 2 reached it on the Nonverbal subtest. On the Post-test, 6 reached 115 or higher on the Verbal; 7 on the Quantitative; and 6 on the Nonverbal, for a total of 19 (See Appendix I).

8. Iowa Test of Basic Skills: When the t test for matched pairs was applied to the pre- and post-test scores, the changes (increases) were significant at or above the .01 level in every instance. for whatever reason, the group achievement scores increased dramatically from the second grade to the fourth (the years in which the tests were administered in the Springfield City Schools). However, only one score on the pre-test exceeded a standard score of 115 (84th percentile), and only four exceeded that level on the post-test. Students scores did improve over the period of the life of the project, but not enough to reach true "gifted" levels. These scores were still considered "average," and as such were useless to use as a lone identifier of potentially gifted students (See Appendix J).

9. Grade Comparison: At the end of the project, the HUGS teacher separated

students into three groups. She felt that Group A students were ready to function in a regular gifted program. Students in Group B would still need intervention, but showed potential for further development with the support of HUGS or a similar program. Group C were students about whom the teacher was unsure, questioning whether they would eventually improve enough to be able to succeed in a regular gifted program. Most of the students in Group C were the dually disabled, whose multiple problems made evaluation and prediction of future performance difficult.

The grades received by these three groups of students before and after participation in the HUGS program are listed in Appendix K .

10. SURVEYS:

Parent Surveys: In January of 1991, a questionnaire (See Appendix D) was sent to parents of all HUGS students to survey their perception of changes occurring in their children after participation in the program for two months in the spring of 1990 and five months in the fall/winter of 1990. The survey consisted of seven "Yes/No" questions, with space provided for elaboration of answers. A total of 14 of the 26 surveys were returned. Results included the following:

a. Child feels better about self/school - 78% Yes
b. Demonstrated changes in behavior/self control -78% Yes
c. Getting along better with peers - 64% Yes
d. Child makes decision more easily - 57% Yes
e. More interest in school/learning - 64% Yes
f. Child uses problem solving skills - 50% Yes
g. Child talks about future job/career goals - 78% Yes

Teacher Surveys: Not enough responses (3) received to tabulate.

Student Surveys: In June of 1991, at the conclusion of the project, students were asked to give feedback about their participation in HUGS. (See Appendix L). Five open-ended statements allowed for considerable freedom of response, but the following general trends were noted:

(1) HUGS was perceived as having helped most students learn and/or understand more than they previously had. Other statements reflected increased self-awareness and confidence, persistence in achieving goals, and development of control over personal behavior and choices. (65%)

(2) Several students expressed a desire to participate more days/hours per week as the thing they would have changed about HUGS. (67%)

(3) Many felt that participation in HUGS had helped them improve their regular classroom performance and/or behavior. (33%)

(4) Over half of the students expressed a strong desire to continue participation in HUGS. (56%)

The opinion of those involved was that these changes came as a result of the combined efforts of working with students and parents, with special emphasis given to the one-on-one contact provided by the HUGS teacher. In general, students were more confident in their personal abilities, and more

realistic in their expectations. Teachers reported that students in need of study skills showed increased responsibility in completing assignments, a goal worked on in the HUGS classroom. Parents reported that children had improved in their interpersonal relations with peers and siblings, a skill area which was also taught and reinforced by the HUGS teacher.

ALL ABOUT HUGS

HUGS HELPED ME TO do the right thing in school *

HUGS HELPED ME TO be a model for little kids

HUGS HELPED ME TO not give up

HUGS HELPED ME TO have confidence

HUGS HELPED ME TO get smarter

HUGS HELPED ME TO be a great student

HUGS HELPED ME TO not get distracted easily

HUGS HELPED ME TO learn to work together

I WISH HUGS WOULD let me come back next year

I WISH HUGS WOULD last forever

I WISH HUGS WOULD be back next year

I WISH HUGS WOULD last until college

I WISH HUGS WOULD keep going and not change

IT IS THE BEST THING THAT THE SCHOOL EVER DID

I WOULD LIKE TO SAY THAT HUGS IS A VERY EDUCATIONAL PROGRAM

I LOVE HUGS--THANKS TO YOU ALL!

* Comments from student evaluation of HUGS Project

APPENDICES

Appendix A

HUGS PROJECT

POSITION DESCRIPTION: ITINERANT GIFTED AND TALENTED RESOURCE PERSON

This is a temporary position funded through an Ohio Department of Education Research and Development Project Grant for Underachieving Gifted Students beginning January 3, 1990, and continuing through May 31, 1990, (99 days) with a strong possibility of continuing in the 1990-91 school year and terminating at the end of the 1990-91 school year. This staff person will serve approximately 30 third grade underachieving gifted/talented students individually and/or in small groups (as needs indicate) in a maximum of 4 Springfield City elementary buildings.

This person will work with the Department of Gifted/Talented Education and report directly to Sara Lowe, Gifted and Talented Coordinator.

Minimun Qualifications:

1. Valid Ohio Elementary Certificate with Gifted/Talented Validation
2. Understanding of the nature of Gifted/Talented students
3. Experience in identifying Gifted/Talented students
4. Experience in evaluating performance of Gifted/Talented students
5. Experience in planning and implementing staff and parent workshops
6. Skill in relating the cognitive and affective dimensions in teaching of Gifted /Talented students
7. Skill in utilizing tests and test data

Preferred Qualifications:

1. Good interpersonal communication skills
2. Skill in utilizing case study techniques
3. Skill in conducting action research
4. Experience in counseling Gifted/Talented students
5. Experience in teaching racial/minority as well as socio-economic and culturally deprived Gifted/Talented
6. Awareness of and ability to utilize community resources
7. Three years teaching experience with Gifted/Talented students

Length of Contract - Regular teacher's contract. Pay commensurate with Springfield City Schools Teachers Contract Scale

Appendix B

Springfield City Schools

GIFTED/TALENTED PROGRAMS

Helping Underachieving Gifted Students (HUGS)

Identification Checklist

Student name _____ Grade ___ Date _____

Teacher name _____ Building _____

Please check all statements which apply to this student:

___ 1. The ability to think on a high level but classroom performance seems to contradict this; inconsistent classroom work

___ 2. Unusual repertoire of factual knowledge, superior comprehension of concepts when interested in the topic

___ 3. Gap between quality of oral and written work

___ 4. Interest/achievement in arts and psychomotor areas exceeds academic performance; creative

___ 5. Avoids trying new activities to prevent imperfect performance; perfectionistic, self-critical

___ 6. Shows initiative in pursuing self-selected projects

___ 7. Evidence of low self esteem demonstrated through tendency to withdraw or be aggressive in the classroom (circle one)

___ 8. Is disruptive in a group situation or seeks ways to withdraw or work alone (circle one)

___ 9. Is sensitive to feelings of others

___ 10. Prefers discussion of ideas to memorization and rote drill

___ 11. Unable to focus attention and concentrate on task at hand

___ 12. Responds inconsistently to teacher motivation or discipline (circle one or both)

___ 13. Daydreams, wanders, doodles, seems to live in a fantasy world

___ 14. Exhibits no significant communications or relationships with peers or teacher

___ 15. Exploits any freedom; lacks self-direction

___ 16. Has limited experience with the dominant culture

___ 17. Shows strong sense of identity/belonging to family or own cultural group; values and interests conflict with that of mainstream society

___ 18. Exhibits pattern of frequent tardiness/absences, frequent moving from school to school

___ 19. Resists schoolwork which is perceived to have no immediate practical application

___ 20. Prefers novelty, personal freedom, distinctiveness in dress or actions

___ 21. Has keen sense of justice, quickly picks up on injustice or perceived prejudicial attitudes

___ 22. Tends not to be "word" dependent, but is proficient in non-verbal communication

___ 23. Has extensive vocabulary and/or store of experiences not readily recognized or valued in a school setting

Developed by Marlene Bireley, Dorothy Cusack, Sara Lowe,and Margaret VanGundy

Adapted from Whitmore, Davis, and Rimm

HUGS LESSON SHEET

DATE SCHOOL NAME

GROUP ACTIVITIES

1.

2.

3.

4.

INDIVIDUAL PLANNING:

1.

2.

3.

4

5.

6.

7.

8. READING TIME _____ MINUTES

Springfield City Schools, VanGundy, 1991

Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
(513) 328-2129

Gifted & Talented Programs

January, 1991

HUGS SURVEY: Parent

_____ has been in the HUGS program for the first half of the 1990-91 school year, and we would like to ask you about him/her.

Please fill in the following:

1. My child seems to show some signs of feeling better about himself/herself and his/her school experiences:

   ☐ no ☐ yes If yes, how?_____

   _____

   _____

2. I have seen some changes in my child's behavior/self control:

   ☐ no ☐ yes If yes, how?_____

   _____

   _____

3. My child shows some changes in how he/she gets along with friends or brothers/sisters:

   ☐ no ☐ yes If yes, how?_____

   _____

   _____

4. My child seems to make decisions more easily:

   ☐ no ☐ yes If yes, could you share an example? _____

   _____

   _____

Equal Opportunity Employer

5. My child seems more interested in school and learning in the following ways:

☐ doing homework ☐ wants to know more about things being studied at school.

☐ other ways _____

_____

_____

6. My child seems to be using problem solving skills more:

☐ no ☐ yes If yes, how? _____

_____

_____

7. My child has talked about future job/career goals since being involved in the HUGS program:

☐ no ☐ yes If yes, please comment _____

_____

_____

Other comments and/or suggetions for the HUGS teacher:

PLEASE RETURN THIS IN THE ENCLOSED ENVELOPE TO
THE HUGS PROJECT TEACHER

THANKS

Your Name _____ Date _____ Child's School _____

1991
Springfield City Schools, Lowe, VanGundy

Appendix E

Pre-and Post-test Scores on the WISC-R (N=26)

	FSIQ	FSIQ-2	VIQ	VIQ-2	PIQ	PIQ-2
1. BF	128	133	122	122	130	136
2. WM	123	123	128	127	112	112
3. WM	119	118	113	120	121	111
4. WM	119	105	103	97	132	115
5. WM	115	109	105	101	124	117
6. WF	114	121	112	109	114	129
7. BF	114	109	113	105	112	112
8. WF	112	107	117	113	104	100
9. WF	111	116	108	115	112	112
10. WM	110	122	118	123	100	115
11. BM	110	112	114	114	104	108
12. WM	109	115	101	100	117	130
13. WM	109	121	109	119	108	117
14. BM	107	111	113	113	106	106
15. WF	105	118	96	129	115	118
16. WF	105	101	105	98	105	104
17. WF	105	107	107	113	102	100
18. WM	104	104	115	117	78	90
19. BM	104	110	97	106	112	114
20. WF	103	114	111	114	95	111
21. WF	101	109	101	109	104	106
22. WM	100	110	86	94	101	129
23. WM	100	125	92	107	109	139
24. WM	99	99	107	107	90	90
25. BF	98	114	108	114	87	111
26. WM	109		112		105	106
Mean	108.96153846	113.32	108.19230769	111.44	107.65384615	113
St. Dev.	7.5972667150	8.0193515947	9.2217969215	9.2469814895	12.273360771	12.224565432

FS IQ = Full Scale IQ
V IQ = Verbal IQ
P IQ = Performance IQ
2 denotes post-test column(s)
blank denotes missing data

B = Black
W = White
M = Male
F = Female

N = 26
6 B (3F, 3M)
20 W(8F, 12M)
11 F, 15 M

Appendix F

Pre- and Post-test Kaufman Factor Scores (N=26)

	K-VC	K-VC-2	K-PO	K-PO-2	K-FD	K-FD-2
1. BF	13.7	13.8	12.2	15.3	13.3	14
2. WM	15.5	15.8	12.7	12.5	9.7	9.3
3. WM	12.7	14.5	13.5	11.5	11.6	11
4. WM	11.5	9.3	15.2	13.7	9.3	8.3
5. WM	11.5	11.3	14.4	13.3	8	7
6. WF	12	12	12	13.5	11.7	12.7
7. BF	12.7	11.5	11.7	11.8	10.3	10.3
8. WF	12	12	10.5	10.8	12.1	9.3
9. WF	11.5	13	12.1	11.8	9.3	11.3
10. WM	13.7	13.7	11	12.7	7.7	9.7
11. BM	12	12.5	11	11.5	10	11.3
12. WM	10.5	10.8	12.7	12.7	9.3	9.6
13. WM	12.5	13.5	12.5	14	8.3	10.7
14. BM	12.5	13	10.2	10.5	9	11
15. WF	9	10.5	12.5	14	9.7	11.7
16. WF	10.2	10.5	12	11.5	9.3	6.3
17. WF	11.5	11.5	10.9	11	10	8.7
18. WM	13.3	13	6.8	8	10	10
19. BM	9.8	11.5	12.5	11.8	9	11
20. WF	12	12.5	9	11	11	12.7
21. WF	9.6	11.5	11.5	11.5	9	10.3
22. WM	8.2	9	12	14	5.3	11
23. WM	9.5	12.3	12	16.7	7	9.8
24. WM	11.5	12	9	9	9	8.3
25. BF	11.5	12.5	6.5	11	11.3	12.3
26. WM	12.7		10.3		9.1	
Mean	11.665384615	12.14	11.411538462	12.204	9.608	10.304
St. Dev.	1.6141728055	1.5294334463	1.9823878375	1.8798226867	1.6654913805	1.7786886555

K-VC = Kaufman Verbal Comprehension Factor (Mean of Information Similarities, Vocabulary, and Comprehension Scaled Scores; 10 ±3 = Normal range)

K-PO = Kaufman Perceptual Organization Factor (Mean of Picture Completion, Picture Arrangement, Block Design, and Object Assembly Scaled Scores; 10 ±3 = Normal range)

K-FD = Kaufman Freedom from Distractibility Factor (Mean of Arithmetic, Digit Span, and Coding Scaled Scores; 10 3 = Normal range)

2 denotes post test column(s)
blank denotes missing data

Appendix G

Year 1 and Year 2 Grade Level Achievement
On the Brigance Diagnostic Comprehensive Inventory of Basic Skills
Word Recognition

Year 1 (Grade 3)		Year 2 (Grade 4)						
Test Level → / Number of Students ↓		4	5	6	7	8	9	10
2	2		2					
3	10	2	2	3	2			1
4	8		2	1	4			1
5	3						3	
6	3					1	1	1

Year 1
2 Students below grade level.
10 Students at grade level.
14 Students above grade level.

Year 2
0 Students below grade level.
2 Students at grade level.
24 Students above grade level.

Year 1 and Year 2 Grade Level Achievement
On the Brigance Diagnostic Comprehension Inventory of Basic Skills
Reading Comprehension

	Year 1 (Grade 3)	Year 2 (Grade 4)						
Test Level →	Number of Students	3	4	5	6	7	8	9
2	1		1					
3	7	2	2	2				1
4	7		4	2				1
5	5		1	1	1	1		1
6	3			2				1
7	3						1	2

Year 1 1 Students below grade level.
7 Students at grade level.
18 Students above grade level.

Year 2 2 Students below grade level.
8 Students at grade level.
16 Students above grade level.

Year 1 and Year 2 Grade Level Achievement
On the Brigance Diagnostic Comprehensive Inventory of Basic Skills
Math Computation

Test Level ↓	Year 1 (Grade 3) Number of Students →	Year 2 (Grade 4) 1	2	3	4
1	3			2	1
2	9	2	2	4	1
3	12		2	8	2
4	1			1	

Year 1	12	Students below grade level
	12	Students at grade level
	1	Students above grade level
Year 2	21	Students below grade level
	4	Students at grade level
	0	Students above grade level

25 students

Appendix H

Year 1 and Year 2 Personality Types on Murphy-Meisgeier Type Indicator for Children (MMTIC)

	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
E	11	6						
I	8	11						
S			11	14				
N			10	10				
T					6	6		
F					16	17		
P							8	12
J							9	11
U	7	9	5	2	4	3	9	3
Total Number of Students	26	26	26	26	26	26	26	26

(E)xtroversion - best processes information working with others.
(I)ntroversion - best processes information working alone.
(S)ensing - prefers practical hands on information and tasks.
(N)Intuitive - prefers ideas and future orientation.
(T)hinking - prefers logical factually based decision making.
(F)eelings - prefers decision making by "gut" level feelings.
(P)erceiving - prefers multiple tasks.
(J)udging - prefers closure and completing one task at a time.

Appendix I

Year 1 and Year 2 Cognitive Abilities Test (Group Ability Test)

Standard Scores (N=26)

	CAT-V	CAT-V-2	CAT-Q	CAT-Q-2	CAT-NV	CAT-NV-2
1. BF	98	127	122	133	111	135
2. WM	94	114	113	98	104	66
3. WM	107	107	120	122	104	116
4. WM	105	113	107	118	119	119
5. WM	90	117	82	103	90	105
6. WF	107	112	105	109	100	105
7. BF	94	106	99	102	104	113
8. WF	114	104	113	103	104	97
9. WF		104		99	109	105
10. WM	107	89	111	99	139	109
11. BM	105	105	115	120	110	108
12. WM	91	88	99	96	110	97
13. WM	100	119	121	120	100	129
14. BM		118		109		97
15. WF	112	107	91	125	109	118
16. WF	115	98	112	105	103	94
17. WF	96	109	113	98	96	103
18. WM	118	118	107	113	96	97
19. BM		104		101		101
20. WF		109		124		125
21. WF	105	112	95	94	95	112
22. WM	113	80	81	92	71	108
23. WM	112	100	118	103	102	113
24. WM	100	76	87	73	82	69
25. BF	84	105	95	96	97	94
26. WM	120	117	98	114	94	103
Mean	103.95454545	106.07692308	104.72727273	106.5	102.13043478	105.30769231
St. Dev.	9.7808231844	12.079480376	12.475430399	13.045305669	12.976567510	15.374704500

1) Year 1 tests administered in 1/1989.
Year 2 tests administered in 1/1991.
Children served in project 4/1990 to 6/1991.

2) CAT - V = Verbal Ability.
CAT - Q = Quantitative Ability.
CAT - NV = Nonverbal Ability.
2 denotes post-test column(s).
blank denotes missing data.

Appendix J

Year 1 and Year 2 Iowa Test of Basic Skills Standard Scores
(N = 26)

	ITBS-L	ITBS-L-2	ITBS-W	ITBS-W-2	ITBS-M	ITBS-M-2
1. BF	101	111	114	118	112	121
2. WM	81		91	88	94	
3. WM	87	102	103	111	95	106
4. WM	90	106	95	103	93	95
5. WM		79		77		87
6. WF	118	109	101	112	104	108
7. BF	83	104	96	104	88	98
8. WF	79	82	99	100	104	109
9. WF	63	99	61	89	77	93
10. WM	85	88	85	84	79	112
11. BM	93	100	105	110	106	106
12. WM	83	101	96	108	92	96
13. WM	96	98	101	106	105	118
14. BM		92		84		88
15. WF	100	97	97	94	101	101
16. WF	83	92	80	110	88	105
17. WF	93	100	105	88	109	93
18. WM	96	96	95	104	92	104
19. BM		108		100		92
20. WF		111		96		111
21. WF	81	92	86	110	100	105
22. WM	76	81	68	90	84	79
23. WM	98	93	95	94	98	96
24. WM	84		82	85	86	83
25. BF	92	104	83	103	90	101
26. WM	31		19		13	
Mean	86.045454545	97.608695652	88.954545455	98.72	91.363636364	100.29166667
St. Dev.	16.511113927	9.2182582186	19.893711073	10.918333206	19.879507167	10.589080375

1) Year 1 tests administered in 1/1989
Year 2 tests administered in 1/1991
Children served in project from 4/1990 to 5/1991

2) ITBS - L = Language Composite
ITBS - W = Work Study Skills Composite
ITBS - M = Mathematics Composite
ITBS - C = Total Test Composite
ITBS - R = Reading Composite

Appendix J (Cont.)

Iowa Test of Basic Skills Standard Scores

	ITBS-R	ITBS-R2	ITBS-C	ITBS-C-2
1. BF	101	115	105	116
2. WM	76	98	87	
3. WM	101	103	95	105
4. WM	95	100	99	101
5. WM	95	108		92
6. WF	98	111	105	112
7. BF	72	106	86	103
8. WF	64	105	90	100
9. WF	68	95	73	94
10. WM	76	97	84	
11. BM	92	101	100	104
12. WM	105	100	94	101
13. WM	98	108	103	108
14. BM	91	100		96
15. WF	106	108	100	94
16. WF	94	92	88	98
17. WF	89	93	99	98
18. WM	92	104	99	102
19. BM	106	106		101
20. WF		101		105
21. WF		104	93	98
22. WM	82	93	75	77
23. WM	81	73	95	94
24. WM	76	95	86	83
25. BF	77	90	91	101
26. WM	95	100	90	93
Mean	88.75	100.23076923	92.590909091	99
St. Dev.	12.435048644	8.3201331350	8.6885753718	8.3144714073

Appendix K

COMPARISON OF GRADES

	Grade Level 3	Grade Level 4	Comments
Group A			
WF	All A	A+ to B	
BF	All A	A to B+	
WF	A to B	All A	
WM	A- to C	All B	Single parent-sent to Saudi Arabia - moved around all year.
WF	All A	A to B-	
WM	A- to B	A to B	Self control has made dramatic change in behavior.
WM	All B	A to C+	
WF	All B	A to B+	
BM	C to F	A- to B-	Attendance improved; placed in foster home.
Group B			
BM	All B	A to C	
WM	B to F	A- to D	Spelling (LD tendency).
BF	A to B+	A to B+	Has developed independence from twin.
BF	A- to C	B+ to C+	
WM	B to C	B to D	Math areas - lowest grade.
WM	A to C	A to D-	Math areas - lowest grade.
WM	B to D	A to B	
WM	B to C	A to B	
WF	A to C	A to C	
WM	A to B-	B+ to D	Home problems, separation from favorite uncle who has mental health problems.
WF	A to B	A- to B	
Group C			
WF	A to B	A- to B	Complicated problems in home and also vestiges of earlier abuse problems.
WF	All A	B+ to C+	
BM	A to B+	A to B+	
WM	B to D+	C+ to D-	Death of father has affected performance.
WM	A to B	A to B	Emotional problems.
WM	A to B-	A to B+	

Appendix L

H.U.G.S. STUDENTS

QUESTIONNAIRE

June 1991

1. The best thing about being in HUGS was _____

_____

_____.

2. HUGS helped me to _____

_____

_____

_____.

3. Some things I would change about HUGS _____

_____

_____

_____.

4. Some things I learned in HUGS that helped me in my regular class were _____

_____

_____

_____.

5. I wish HUGS would _____

_____

_____

_____.

In the space below, put anything you like to say about the HUGS program.

Springfield City Schools, VanGundy, 1991

Appendix M

Additional Forms and Letters

Springfield City Schools
JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
1-513-328-2129

COORDINATOR
GIFTED & TALENTED PROGRAMS

Helping Underachieving Gifted Students

Staff Inservice

January 18, 1990

Welcome and Introductions

Rader Simulation

Break

Characteristics/Needs Overview

- Gifted
- Underachieving Gifted

Checklist

- Review
- Practice

Timelines

Adjourn

Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
(513) 328-2129

Gifted & Talented Programs

HELPING UNDERACHIEVING GIFTED STUDENTS
Staff Inservice
September 20, 1990

Welcome and Introductions

Grant/Project Overview

Rader Simulation

Characteristics/Identification:

- Gifted
- Underachieving gifted

*****BREAK*****

1990 Project:

- Intervention plan
- Timeline--activities
- Scheduling
- Materials sharing

Questions?

*****ADJOURN*****

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Springfield City Schools

GIFTED/TALENTED PROGRAMS

Helping Underachieving Gifted Students (HUGS)*

HUGS Criteria

On the WISC-R one of six scores:

115 on the Verbal, Performance, or Full Scale scores

11.5 on one of the three Kaufman factors:

Verbal Comprehension (Information, Similarities, Vocabulary, and Comprehension)

Perceptual Organization (Picture Completion, Picture Arrangement, Block Design, and Object Assembly)

Freedom from Distractibility (Arithmetic, Digit Span, and Coding)

Students working below grade level will be given a combination of remediation and enrichment. Students working at or above grade level will be given enrichment. Social skills/affective needs will be considered when planning individual programs.

Pre-and post-testing will include IQ, achievement, learning style and social skills.

*State of Ohio, 1991
Research and Demonstration Project
Bireley, Cusack, Lowe, VanGundy

Linkage with HUGS teacher and participating students' regular classroom teacher

The HUGS teacher will be involved in:

1. Inservice of regular classroom teachers at initial January meeting with consultant,
2. Assisting classroom teachers in filling out first screening checklist on students,
3. Observing students in the regular classroom at teacher's request to determine those to be included in the screening pool,
4. Report to classroom teachers from assessment team,
5. Weekly verbal and/or written reports to classroom teachers on students' progress,
6. Consultation with classroom teachers on appropriate curricular and affective modifications in the regular classroom for participating students,
7. Setting up a schedule, along with the classroom teacher, for participating students to work on a weekly basis with the HUGS teacher in a resource room setting both on an individual and small group basis.

State of Ohio
Research and Development Project
1991
Bireley. Cusack, Lowe, VanGundy

Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
1-513-328-2129

COORDINATOR
GIFTED & TALENTED PROGRAMS

January 1990

Dear Parent:

Your child has been recommended by his/her classroom teacher for possible inclusion in a project called "Helping Underachieving Gifted Students" (HUGS).

Enclosed is a description of this project, which is funded through a grant from the Ohio Department of Education, and a permission slip for him/her to be tested, if you wish.

This project is being administered by Springfield City Schools Department of Gifted/Talented Education.

After testing is completed, you will be notified if your child meets the project guidelines for participation and will be given the opportunity to review test results.

A member of the Gifted/Talented Education staff will be in your child's school on the following days to talk with you about any questions you have concerning this project:

Fulton _____
Lincoln _____
Mann _____
Warder Park _____

You may also call us at 328-2129, 328-6852, or 328-6858 with your questions or make an evening appointment.

If you agree to allow your child to be assessed for this project, please fill out the enclosed permission form and return it to his/her classroom teacher by ___ _____ or bring it to your school on _____ p.m.

Sincerely,

Sara Lowe, Project Director
Peg VanGundy, Project Teacher

Springfield City Schools
JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
1-513-328-2129

COORDINATOR
GIFTED & TALENTED PROGRAMS

FACT SHEET

TITLE OF PROJECT
HUGS (Helping Underachieving Gifted Students)

DISTRICT
Springfield City Schools (Clark County)

DESCRIPTION OF PROJECT
* The HUGS Project is designed to identify capable but underachieving third grade students, concentrating the identification efforts in buildings that have demonstrated differences between ability and achievement scores.

* A special program designed to help children do better in their school work will be offered during 1990-1991 to students identified during the second semester of 1989-1990. The children will be taught individually or in small groups for part of one day each week. Parents, regular classroom teachers, guidance counselors and the HUGS instructor will work closely to help students develop awarenesses and motivation for improving their classroom performance.

* This special project is being funded by a grant from the Ohio Department of Education with funds provided by the State Legislature.

BEST COPY AVAILABLE

Springfield City Schools

SCHOOL ADMINISTRATION BUILDING
49 EAST COLLEGE AVENUE
Springfield, Ohio 45504
1-513-328-2129

COORDINATOR
GIFTED & TALENTED PROGRAMS

Date_____

I give my permission for individual assessment for my daughter/son _____ which will include an individual intelligence test and may include achievement and interest testing. Tests will be administered by Dr. Marlene Bireley, project consultant, and the Gifted/Talented Program Staff.

I understand that I will be provided the opportunity to review results of tests which are administered to my child.

Signed_____
(parent or guardian)

Phone _____

Springfield HUGS Project*

I. Identifying Information

Name _____

Address _____

Telephone _____

Building _____ Teacher _____

II. Assessment Information

WISC-R FS-IQ_____ VIQ_____ PIQ_____

Inf.	_____	Pict. Comp.	_____
Sim.	_____	Pict. Arr.	_____
Arith.	_____	Bl. Des.	_____
Voc.	_____	Obj. Assem.	_____
Comp.	_____	Coding	_____
Digit Sp.	_____	Mazes	_____

Kaufman Means: Verbal ___ Perc. Org. ___ Distract ____

CAT Verbal ___ Quantitative ___ Non-verbal ___

ITBS Language ___ Work ___ Math ___ Basic Total ___ Composite ___

Brigance
Strengths:

Needs:

Piers-Harris	I Behavior	II Int/Sch	III Phy App	IV Anxiety	V Popularity	VI Happ/sat
	____	____	____	____	____	____

Murphy-Meisgeier Type

Social Skills Strengths

Needs

*State of Ohio, 1991
Research and Demonstration Project
Bireley, Cusack, Lowe, VanGundy

H.U.G.S.

Helping
Underachieving
Gifted
Students

PLEASE COME

Please come join us for a HUGS parent meeting in Room 204 of the Jefferson Center, 50 East McCreight Avenue, on Monday evening, October 8, from 7:00 to 8:00. Meet your child's HUGS teacher, find out what the class will be doing this year, see materials we will use, and ask questions. We look forward to seeing and talking with you. We hope you will come.

REFRESHMENTS SERVED

Peg VanGundy, HUGS Teacher
Sara Lowe, HUGS Project Coordinator
Dot Cusack, HUGS Project Coordinator

Please call 328-6852 if you have a question

SAMPLE

HUGS SCHEDULE

	Week A	Week B
Monday Lincoln Feb. 4, 11, 25	am-Group pm-Individual 12:40- Charity 1:10 James	am-Group pm-Individual 12:40 Ryan 1:10 Josh
Tuesday Fulton	Individual Feb 12, 26 8:15 Lucy 8:45 Teresa 9:15 Jazmin 9:45 Nathan 10:15 Chris 12:00 DeeDee 12:30 Mandi/Jameal 1:00 Danielle 1:30 Brian	Group Instruction Feb. 5,19
Wednesday Wayne	Group Instruction Feb. 13, 27	Individual Feb. 6, 20 8:15 Albert 8:45 Kim 9:15 Tabbitha 9:45 Tim 10:15 Jeremy 11:45 Jed 12:15 Andrew 12:45 Michael
Thursday Mann	Group Instruction Feb. 14, 28	Individual Feb. 7, 21 10:15 Ty 10:45 Sakar 12:30 Tyson Individual-WP 11:30 Sarah

Educational Plan for HUGS Students

School_____School Year 1990/1991

Student Name_____Age_____

Grade_____Homeroom Teacher_____

Student Information

Test Scores:

WISC-R_____fs-iq_____viq_____piq_____

Kaufman means: verbal_____perc.org_____distract_____

Brigance strengths_____

needs_____

Piers-Harris:	I	II	III	IV	V	VI
	behavior	int/sch	phy app	anxiety	popularity	happ/sat
	_____	_____	_____	_____	_____	_____

Murphy-Meisgeier type_____

Matrix Analogies_____

_____

student's goals

_____

recommended areas of work

_____

recommended activities

_____

agreed upon regular class goals

_____

date_____ student_____

resource teacher_____

INDIVIDUAL GROWTH PLAN FOR HUGS STUDENTS

School_____

Student name_____

HUGS Instructor_____

Grade_____Year_____

Skills	gr.e.	activity	materials
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____
_____	____	_____	_____
		_____	_____
		_____	_____

Resource teacher_____

Springfield City Schools, VanGundy, 1991

Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
(513) 328-2129

Gifted & Talented Programs

January 1991

HUGS SURVEY: TEACHER

_____ has been involved in the HUGS program for the first half of the 1990-91 school year, and we would appreciate your input regarding this student. Please take a moment to complete the following:

1. This student's self-confidence/self-esteem has been affected in the following way(s): _____
   _____
   _____

2. This student's self-control/classroom behavior has changed in the following way(s): _____
   _____
   _____

3. Relationships with peers have shown the following change(s): _____
   _____
   _____

4. This student's decision-making skills have shown: _____
   _____
   _____

5. Classroom work/study-skills have changed in the following way(s): _____
   _____
   _____

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6. This student has demonstrated higher-level thinking skills/creativity in the following way(s): _____

_____

_____

Additional comments and/or suggestions for the HUGS teacher:

PLEASE RETURN THIS COMPLETED SURVEY TO
THE HUGS PROJECT TEACHER

THANKS!

NAME _____ DATE _____ BUILDING _____

1991
Springfield City Schools: Lowe, VanGundy

Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
(513) 328-2129

Gifted & Talented Programs

Dear _____,

As you know, your child has participated for the past two years in our special HUGS project. The state funding for this project has now ended, so we will not be able to continue the HUGS program into next year. We regret that we can no longer provide the special services for your child, but money is not available to do so at this time.

We hope that the program has benefited your child and we thank you for your interest and your cooperation. We have included an individual report on your child's progress. If you would like a more detailed report, please call Mrs. VanGundy after school starts in the fall.

We hope that the HUGS program has helped your child improve his/her school performance and that she/he will have success in future educational and life experiences. Thank you for the opportunity to know and work with your child.

Sincerely,

Peg VanGundy

Sara J. Lowe

Dorothy Cusack

Individual test-_____1990 _____1991

Achievement-Word recognition _____1990 _____1991

Reading comprehension _____1990 _____1991

Math computation _____1990 _____1991

Self Concepts(satisfaction with school) _____1990 _____1991

Special Project_____

Comments_____

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Springfield City Schools

JEFFERSON CENTER
50 EAST McCREIGHT AVENUE
SPRINGFIELD, OHIO 45504
(513) 328-2129

Gifted & Talented Programs

June 3, 1991

TO: HUGS Building Principals, Participating Teachers
FROM: Peg VanGundy, Sara Lowe, Dot Cusack
SUBJECT: HUGS Project Results

As you may know, the HUGS project is coming to the end of its two-year state funding and will not be continued into the next school year. We want to thank you for being a "partner" with us this year in trying to provide special learning experiences and support services for those students involved. We appreciate your welcoming us into your building and showing us patience and cooperation.

We are now in the process of analyzing our evaluation data, with the help of our project technical assistance consultant, and should have some specific results to share later this month. On the whole, however, our pre- and post-testing of the HUGS students seems to show:

1. Improved performance on the individually administered intelligence test, the WISC-R (significant in verbal, performance, and full-scale scores)
2. Measured increase in self-esteem and confidence
3. Improved scores on Brigance Inventory of Basic Skills in reading comprehension and word recognition
4. Increased interest in school and learning
5. Heightened awareness of job/career opportunities

Thanks again for helping to make the HUGS project a success. We hope to be able to share individual student evaluation results later this year.

cc: Jeannine Fox

Equal Opportunity Employer

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and

Materials Listing

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Risby, Bonnie. Logic Countdown. San Luis Obispo, CA: Dandy Lion Publications, 1987.

Smith, Linda, et al. New Directions in Creativity - Mark B. Mansfield Center, CT: Creative Learning Press, Inc., 1986.

HUGS

ASSESSMENT MATERIALS/INSTRUMENTS

Brigance, Albert H. Brigance Diagnostic Comprehensive Inventory of Basic Skills. North Billerica, MA: Curriculum Associates, 1983.

Gresham, Frank M., and Stephen N. Elliott. Social Skills Rating System. Circle Pines, MN: American Guidance Service, 1990.

Hieronymous, A.N., H.D. Hoover, and E.F. Lindquist. Iowa Test of Basic Skills. Chicago: Riverside Publishing Company, 1986.

Meisgeier, Charles, and Elizabeth Murphy. Murphy-Meisgeier Type Indicator for Children. Palo Alto, CA: Consulting Psychologists Press, 1987.

Piers, Ellen V., and Dale B. Harris. Piers- Harris Children's Self-Concept Scale. Los Angeles: Western Psychological Services, 1984.

Thorndike, Robert L., and Elizabeth P. Hagen. Cognitive Abilities Test. Chicago: Riverside Publishing Company, 1986.

Wechsler, David. Wechsler Intelligence Scale for Children-Revised. New York: The Psychological Corporation, 1974.

Materials

Broderbund Software: San Rafael, CA
- The Printshop

Creative Publications: Oak Lawn, IL
- Intermediate Jobcards: Geoboards
- Tangram Starter Set

Cuisenaire Company of America: New Rochelle, NY
- Bubbles
- Calculators - Sharp 376A
- Solar Energy Kit

Dale Seymour Publications: Menlo Park, CA
- Eye-Cue Puzzles, A&B

D.O.K. Publishers: Buffalo, NY
- T.A.M.S. Kit

Educational Teaching Aids: Wheeling, IL
- Jewels
- 8 x 8 Geoboards
- Double-Side Geoboards

Midwest Publications: Pacific Grove, CA
- Desk Attribute Blocks
- Multilink Cubes
- Plastic Pattern Blocks

Minnesota Educational Computing Consortium: St Paul, MN
- Software: Jenny's Journeys

Sci-MA Education, Inc., Mesa, AZ
- Giant Tangram
- Letter Tiles
- Puzzle Tiles
- Puzzle Tile Cards
- Safe Drawing Compasses

Simon and Schuster: New York
- Pentagames

Sunburst Communications: Pleasantville, NY
- Software: Magic Slate

Trillium Press: Monroe, NY
- Social Concept Cards

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